DOCUMENT RESUME

ED 290 699 SP 029 492

TITLE	The Future of Teaching in Michigan. Seizing the Opportunity: A Time for Commitment. A Report from the Future of Teaching Committee.
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	Oct 86
NOTE	43p.; For the executive summary, see ED 276 704.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Administration; *Educational Legislation; Elementary Secondary Education; Higher Education; Improvement Programs; *State Action; Teacher Education; *Teacher Improvement; Teacher Recruitment; Teacher Shortage; Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS	*Michigan

ABSTRACT

In this report on improving education in Michigan, a brief analysis is first presented of the educational trends in the state and factors affecting the teacher shortage. Recommendations for future action include: (1) financial investment by the State in teachers and teacher education; (2) recruiting the most committed, caring, and talented teachers; (3) improving the quality of school leadership; (4) maintaining and improving the quality of higher education and public education; and (5) establishing teacher career development and advancement opportunities. A brief discussion is presented on the current status of teacher supply and demand in Michigan and recommendations are made to alleviate an anticipated teacher shortage. Seventy references are included. Appended are a description of the study design and a list of presenters at the Future of Teaching Focus group meetings. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED290699

THE FUTURE OF TEACHING IN MICHIGAN

SEIZING THE OPPORTUNITY: A TIME FOR COMMITMENT

1986

A Report to the
Michigan State Board of Education
from
The Future of Teaching Committee

SP 029 492

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. D. Austin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Michigan
State Board of Education

Norman Otto Stockmeyer, Sr.
President
Westland

Barbara Dumouchelle
Vice President
Grosse Ile

Barbara Roberts Mason
Secretary
Lansing

Dorothy Beardmore
Treasurer
Rochester

Dr. Edmund F. Vandette
NASBE Delegate
Houghton

Carroll M. Hutton
Highland

Cherry Jacobus
East Grand Rapids

Annetta Miller
Huntington Woods

Ex-Officio Members

James J. Blanchard
Governor

Phillip E. Runkel
Superintendent of
Public Instruction

THE FUTURE OF TEACHING IN MICHIGAN

SEIZING THE OPPORTUNITY: A TIME FOR COMMITMENT

A Report from the
Future of Teaching Committee

Presented to the
Michigan State Board of Education

October 1986

Members of the Michigan State Board of Education Future of Teaching Committee

Geraldine Kiessel (Chair)
Principal
Garden City Junior High School
Garden City, Michigan

Judy Dobbert
Teacher of the Year 1984
Teacher
Albion Public Schools
Albion, Michigan

John Elliott
President
Detroit Federation of Teachers
Detroit, Michigan

Arthur Frock
Superintendent
Midland Public Schools
Midland, Michigan

George Garver
Superintendent
Livonia Public Schools
Livonia, Michigan
(Retired, June, 1986)

Mary Kay Kosa
Past-President
Michigan Education Association
Teacher
Monroe Public Schools
Monroe, Michigan

George McCloud
Acting Dean
Graduate School
Eastern Michigan University
Ypsilanti, Michigan

Carol Muth
President, Board of Education
Rockford, Michigan

Gerald Pine
Dean
School of Human and Education Services
Oakland University
Rochester, Michigan

Marvelle Vannest
Teacher of the Year 1983
Director of Curriculum
Kalkaska Public Schools
Kalkaska, Michigan

Committee Staff

C. Danford Austin
Director

Saundra Crispin
Higher Education Consultant

Ghada Khoury
Higher Education Consultant

Barbara Mongeau
Secretary

Karen Taylor
Secretary

Teacher Preparation and Certification Services
Michigan Department of Education

FRONTISPIECE

I had one criticism to make of my teachers. I had heard a few of them say, "Oh, I'm just another schoolteacher!" I told them never to say this. I told them to walk proudly, with their heads high, and to thank God they had chosen the teaching profession. . .[that] they are members working in the front line of American democracy, they are the ground roots and not the brace roots of American democracy. . .If some writer could spring from the teaching profession and do a great book to honor his profession, he would be immortal. For no other profession in America has directly or indirectly influenced the destiny of so many people as has the teaching profession (Stuart, 1958, p. 202).

TABLE OF CONTENTS

CHARGE TO THE FUTURE OF TEACHING COMMITTEE 1

INTRODUCTION 2

SEIZING THE OPPORTUNITY. 5

RECOMMENDATIONS

I. QUALITY: A STATE INVESTMENT IN TEACHERS AND TEACHER EDUCATION 7

II. RECRUITING THE MOST COMMITTED, CARING, AND TALENTED TEACHERS. 9

III. QUALITY SCHOOL LEADERSHIP 11

IV. HIGHER EDUCATION AND PUBLIC EDUCATION 13

V. TEACHING AS A PROFESSION. 19

TEACHER SUPPLY AND DEMAND. 23

CONCLUSION 25

REFERENCES 26

APPENDICES

A. DESIGN OF THE STUDY, FUTURE OF TEACHING COMMITTEE 31

B. PRESENTERS AT FUTURE OF TEACHING FOCUS GROUP MEETINGS 32

CHARGE TO THE
FUTURE OF TEACHING COMMITTEE

The Michigan State Board of Education, in response to a challenge for teaching excellence, sponsored a special study on the Future of Teaching. A nine-member Future of Teaching Committee was appointed by the State Board in the Fall of 1985 to serve as an advisory panel to the Board and the Department of Education.

The Committee was charged to advise in the design and implementation of a study, and to develop recommendations that respond to several policy concerns identified by the State Board of Education. These concerns included:

I. Ensuring an adequate supply of teachers by:

- A. Updating the State Board of Education data base on teacher supply and demand;
- B. Creating incentives to retain talented teachers;
- C. Providing career ladder opportunities for teachers;
- D. Recruiting promising candidates into teacher education;
- E. Developing incentives through loans, scholarships, or grants to attract talented individuals to careers in teaching;
- F. Identifying options for improving teachers' salaries; and
- G. Providing sabbatical leaves for experienced teachers for purposes of professional growth.

II. Strengthening teacher preparation programs by:

- A. Providing options for continuing education units as part of an ongoing professional development program in conjunction with teacher certification renewal;
- B. Developing more rigorous admissions standards for teacher education programs; and
- C. Developing standards for teacher preparation that increase the amount of professional classroom practice and regular evaluation throughout the program.

INTRODUCTION

The strength and future of our nation and the State of Michigan depend on a high-quality education system. The strength of a high-quality education system rests with high-quality teachers. After students, our teachers are the most important people in Michigan's schools. They are on the firing line every day. Researchers can determine what teaching techniques may work best; administrators can organize the proper climate for good teaching; and legislators can provide the monetary support for quality education. But in the end, what counts is how well the teacher in a given classroom does his/her job.

Michigan's teachers have earned a position of national respect. They are widely recognized as concerned and competent educators whose contributions have brought Michigan's educational system a reputation as progressive and productive. Our schools are staffed with many experienced, qualified, talented, and committed individuals. We predict, however, that the need for teacher replacements will put over 20,000 new teachers in Michigan's classrooms over the next several years. The state must act now to ensure that we attract the highest quality candidates.

Our teachers carry the heaviest responsibility and the greatest burden for ensuring the success of our schools. We must have quality teachers to provide quality education for Michigan's citizens. In order to have quality teachers, we must retain and attract to the profession the most committed, caring, and talented individuals; provide the most effective teacher education; improve working conditions in our schools; provide opportunities for career development and professional recognition; and develop means to honor, value, and prize our teachers.

Present Realities and the Future

Unfortunately, the rhetoric of the educational reform reports inadvertently has disparaged and demeaned teachers. The recommendations of this report reflect our valuing and respect for Michigan's teachers and our concern for the well being of our children and our state. There has never been a time when our teachers and our children have been confronted with a future so complex, so challenging, and so dramatic in its pace and scope of change. Social, demographic, and cultural changes have created numerous and conflicting demands on our educational system. These demands threaten to compromise and weaken the integrity, quality, and efficiency of public education. Never has so much been expected from our teachers and our schools. These multiple forces and trends affecting our nation will have a major impact on the future of Michigan schools.

***Increased Number of Senior Citizens** - By the year 2000, 32 million citizens will be over 65 years old. At present, two-thirds or more of all school patrons now have no children in school. The aging of the population places demands on the education of the young. By the year 2000, for every two workers one person will be on retirement. Fifteen years ago, there were 15 workers for every retiree.

***Changed Family Patterns** - Before they reach 18 years of age, 59 percent of children born in 1983 will live with only one parent.

With more parents working, the problem of latchkey children occurs more frequently. The Internal Revenue Service lists 13 distinct family patterns.

***Increased Proportions of Minority Students, Typically Concentrated in Urban Areas** - Minority students now account for one-fourth of all public school enrollment. A wave of 13 million immigrants, mostly of Mexican or Asian descent, recently arrived in the United States. By the year 2000, more than half of the students in 53 American cities will be from minority ethnic groups.

***Increased Fertility Rate of 35- to 44-year-old Women and a Baby Boom "Echo"** - As children born in the high birthrate years from 1945 to 1965 have matured, they have created a baby boomlet that was clearly under way by 1982. Since many women delayed having children until the last third of their fertility period, the apex of these "echo" births is expected in 1988 or 1989.

***Continued Shifts in the Labor Force** - The demand for workers in information and service sectors of the economy will continue to increase, while the number of employees sought for agricultural and industrial jobs will decline. (Half or more jobs are information oriented, 30-40 percent are in service, 15-20 percent are in industry, and 2-3 percent are in agriculture.) The average person will change jobs seven times and may find work less than a source of satisfaction than in previous years.

***Expanded Role for Technology in People's Lives, with Both Good and Bad Effects** - Technological advances will force moral and legal choices on issues such as genetic engineering, nuclear power use, organ transplants, appropriate control of rapid communication and transportation, and the trade-off between environmental and economic well-being.

***Complex Social Problems** - Poverty, unemployment, underemployment, drug and alcohol abuse, child abuse, teenage pregnancy, and violence present problems of a magnitude and complexity which threaten to overwhelm some of our schools.

***Altered Nature of Jobs** - Long-term unemployment may persist running about 6 to 10 percent. A 35-hour work week will create more leisure time; lessened interest in and commitment to jobs is likely to leave people looking outside their work for satisfaction and less able to attain the level of material comforts that their parents enjoy. Home employment will grow.

***Continued Redefinition of Women's Roles** - As the feminist movement continues to be interpreted, the problems of sexism and conflict between work and family responsibilities will linger. More women will enter the work force in traditionally male-dominated occupations. Housekeeping roles frequently will be divided between partners.

***Increased Interdependence Among The World's Nations** - Effects of local conflict spill over into broad geographical areas (e.g., when energy prices were driven up by the Arab-Israeli war). People remain vulnerable to totalitarianism and ideological extremists. Starvation in poorly developed countries escalates the likelihood of global conflict over scarce resources.

***Continued Tension between Traditional and Liberalized Social Norms and Value Structures** - A long-term, but steady trend, has liberalized social norms related to such issues as abortion, premarital sex, etc. In recent years, this trend has been challenged by a strong conservative movement. People continue to seek self-fulfillment and personal growth. Rather than placing trust in a big government and leaders, people often view networking, involvement, and small groups as the way to get things done.

To prepare our children and our citizens to deal effectively with the pressures of change reflected in these trends, we must adjust our educational institutions to meet new challenges. Quality education is essential in the fight for our state's economic future. Quality education depends upon quality teaching. **THE FUTURE OF MICHIGAN DEPENDS UPON THE FUTURE OF TEACHING.**

SEIZING THE OPPORTUNITY

The Challenge of Attracting over 20,000 Highly Qualified New Teachers and Administrators by 1990

The major factor affecting the Future of Teaching in Michigan, as well as the nation, is not simply a problem of finding "warm bodies" to staff classrooms, but rather, a question of whether the teaching profession can attract and retain the best. Increasingly, studies suggest that the teaching profession is losing the competition among the professional occupations for the best college graduates. This trend may accelerate into the 1990s, due to severe labor shortages in other sectors of the state and a national economy that is increasingly demanding highly trained and skilled professionals. National studies estimate that 23 percent of each college graduating class will be required to enter teaching to meet the projected needs for teachers in the 1990's. The recent gains of about one-half of one percent are not adequate to meet the demand for high quality teachers. The challenge facing the nation and Michigan education creates an extraordinary opportunity for the State Board of Education, the Governor, the Legislature, local school districts, business and community leaders, and the teaching profession to collaborate in achieving excellence with equity.

The Future of Teaching Committee believes that the nation is on the threshold of a major teacher shortage. However, it believes the impact of such a shortage on Michigan will be more selective and not as severe as the national situation.

The Committee's study suggests that the shortage of teachers and administrators will have a different impact on various categories of school districts throughout the state, as well as the nation. To assume that all Michigan's school districts will be affected simultaneously in a similar manner with a shortage of teachers would be unrealistic.

Based on the available data, testimony of leading experts in the field, and a review of the historical perspective, the Committee concludes that the following factors will affect the teacher shortage in Michigan:

1. Districts with considerable financial wealth will continue to have a highly attractive salary schedule and many support services which will allow them to attract a greater number of qualified candidates for each available position.

2. Rural districts, where financial resources are not as plentiful and where isolation is a factor, will continue to experience difficulties in recruiting and retaining quality teachers.

3. Urban school districts are confronted with unique financial and sociological problems. These problems are so complex that individual districts will be powerless to correct these variables without specific

support from the state. The financial resources of many urban districts will also limit the ability of these districts to attract and retain quality teachers.

4. Suburban school districts will continue to be in a good position to recruit the number of teachers needed to fill vacancies for the foreseeable future.

5. The number of minority teachers is declining while the proportion of minority students is increasing. Michigan's schools must be staffed by teachers and administrators who reflect the diversity of our racial and cultural make-up.

6. Changing demographics of our school population also has widespread educational implications for recruiting, preparing, and retaining high quality teachers. Growing numbers of "at risk" students require teachers with not only an understanding of subject matter but, also, the capacity to motivate these students.

7. There is a critical shortage of substitute teachers which undermines efforts to achieve excellence.

8. There will be critical shortages in specialized areas, such as math, science, special education, vocational education, and computer science, in the next 3-5 years.

The challenge facing Michigan is whether policymakers and the public will seize the opportunity and make the commitment necessary to ensure the recruitment and retention of the highest quality teacher force possible.

THE COMMITTEE MAKES THE FOLLOWING RECOMMENDATIONS:

RECOMMENDATION I

QUALITY: A STATE INVESTMENT IN TEACHERS AND TEACHER EDUCATION

The challenge facing Michigan education is whether the public and policy-makers will invest sufficient funds for ensuring quality in teacher education and continuing professional development programs. The determination and commitment of all is essential to meet this challenge.

The cost of reform must be weighed in relation to the cost of inaction. As the Carnegie Forum stated, ". . .improving the rate of return on our current investment in education requires additional investment. . .education is a highly labor intensive enterprise, heavily dependent on the quality and performance of the teaching force." Michigan does not enjoy the luxury of deciding whether or not to spend more on teacher and school administrator preparation. It must decide how much more to spend and how to spend it.

Investing in quality requires implementation of the following:

The Governor Should:

1. Establish a "blue ribbon" State Commission on School Finance and Quality Education. The goals of such a Commission would be to develop state strategies for achieving equity in school finance, curriculum opportunities for students, and teacher compensation.

   The Committee explored a variety of options for improving teacher salaries. It concluded that the issue of improving teachers' salaries is ecologically bound to the larger and more complex question of financing quality education. Teachers' salaries and the financial support of quality education cannot be divorced from each other. The financing of public education is a complex and pervasive public policy, so fundamental to the well being of Michigan that it commands sustained examination and a thoughtful plan of action to remediate inequities and to enhance the prestige of teaching as a profession. This issue is so big and so important that it requires a separate commission.

The Legislature Should:

1. Establish a Technical Assistance Fund for Teacher Education to allow the State Board of Education to implement standards of quality for teacher and administrator education.

2. Earmark a minimum of 5 percent of the funds from the State School Aid Act for professional development programs.

   A status quo budget devoted to teacher and school administrator preparation and professional development will produce substantial decline in teacher and administrator quality and, ultimately, the

accomplishments of students. This will result in higher costs and consequences for Michigan's economic and social systems.

3. Support teacher education programs at Michigan colleges and universities so they are valued as other professional preparation programs and provided the resources for carefully supervised clinical experiences for students.

4. Require state colleges and universities to present an annual fiscal statement of support for teacher education to the Governor and House/Senate Appropriations Committees of the Legislature.

The State Board of Education Should:

1. Seek legislation to establish financial incentives for local school districts to provide teachers with extended year opportunities for professional development, curriculum/instruction projects, and special student services programs.

2. Seek legislation to implement the School Improvement Hour (SIH) concept to increase higher education faculty participation in K-12 school improvement efforts. (Reference Recommendation IV (2), page 14.)

RECOMMENDATION II

RECRUITING THE MOST COMMITTED, CARING, AND TALENTED TEACHERS

Recruiting promising candidates into teaching careers is critical to ensuring success of Michigan's schools. It will do little good to raise the standards for entry into the profession of teaching and greatly improve the professional preparation of teachers if nothing is done to make teaching a more attractive career.

Teaching positions have been predominately filled by women. In Michigan, 63 percent of the teaching force employed in 1984-85 was female. Teaching took its current form in the 1930s and 1940s, when women were expected to subordinate their career aspirations to their childbearing responsibilities and their salary expectations to the man's role as breadwinner. In contrast, 79 percent of the school administrator work force in Michigan is male, with salaries, in some cases, double or triple the amount paid to the best teachers.

It is hardly surprising in these circumstances that teachers' salaries rank, with other occupations that include a majority of female practitioners, at the bottom of all occupations requiring a college degree. These salaries are capped much sooner and at a much lower level than are salaries of other college-educated professionals.

Exacerbating the recruitment problem is the fact that the percentage of qualified women and minorities, who in the past have been attracted in large numbers to the teaching force, has declined as they pursue new and more attractive employment opportunities. Also, during the last decade, the teaching profession has continued to suffer a significant loss of prestige.

The Legislature Should:

1. Establish an urban/rural schools "Marshall Plan" on teaching.

   Many Michigan urban/rural areas are experiencing a critical shortage of qualified teachers. This shortage problem requires special recruitment strategies to attract and retain qualified teachers. Such recruitment strategies could include technology teaching and itinerant teachers shared by districts.

   A "Marshall Plan" for urban/rural Michigan involving the joint cooperation of educators and business/labor and community leaders must be put into action. Such strategies as business and community backed grants, loans, and scholarships; exchange programs; higher salaries; and other incentives should be used to attract and retain talented teachers.

2. Establish Michigan future teacher scholarship and loan programs.

   Scholarship and loan programs should be targeted for teacher shortages using criteria that include: subject area, geographic area, and special population.

The State Board of Education Should:

1. Implement the Pre-Teaching Corps by:

   a. developing guidelines for a Pre-Teaching Corps of Students to be established in every Michigan school district;

   b. providing a system of recognition to local districts for outstanding achievements with PTC members;

   c. providing special recognition to PTC members who annually volunteer 100 hours or more to any school district;

   d. establishing a model to develop collaboration among professional education organizations, business/industry, higher education institutions, local school districts, parents, economic development councils, and legislators to ensure success of the Pre-Teaching Corps.

2. Establish a comprehensive supply and demand information system.

   Tracking and analyzing enrollment trends and teacher supply requires a level of data compilation and analysis that should be reflected in a systematic, sophisticated, and comprehensive supply and demand system. Such an information system must be responsive to the planning needs of local school districts, colleges and universities, the Legislature, and the career development of Michigan's students.

3. Establish a Pre-Teaching Corps (PTC) in every Michigan school district. The PTC should be open to talented high school and junior high students who show potential for teaching.

4. Develop statewide programs for school counselors on teaching as a career.

   Make provisions for statewide workshops for school counselors which focus on teaching as a career. The workshops should include current information related to incentives, values, and rewards of teaching, and should emphasize the role of the counselor in communicating the positive aspects and opportunities in the teaching profession.

Local School Districts Should:

1. Establish parent-awareness programs on the benefits of teaching as a career.

2. Develop plans to ensure that students are provided appropriate information on the value of teaching as a career, as well as the availability of scholarships and loans,

3. Establish scholarship or loan programs for students who have potential as teachers in subject areas where shortages exist.

RECOMMENDATION III

QUALITY SCHOOL LEADERSHIP

Teachers and administrators working together can ensure the highest quality of instruction in Michigan schools. Neither teachers nor administrators can be truly effective agents for change, growth, and development when working in isolation. This means that we not only need quality teachers, but quality leadership via school administrators who are well trained, committed, sensitive to teacher and student needs, and willing to work in a collaborative framework.

Educational leaders of Michigan schools must be skilled instructional leaders who understand and can demonstrate knowledge of effective school research, current teaching methodology, building operations, community relations, and participatory management. Therefore, administrator preparation programs should be designed so that prospective administrators develop skills relating to hiring teachers, retaining teachers, involving teachers in the decision-making process, understanding current education research and methodology, and working with the community.

To ensure that Michigan has the highest quality in educational leadership, the Committee makes the following recommendations.

The State Board of Education Should:

1. Implement a certification system for school administrators.

2. Establish a state plan for school administrator professional development.

3. Establish standards of quality for school administrator preparation.

4. Sponsor and implement school administrator FORUMS designed to provide administrators with a vehicle to discuss issues and make recommendations for state education policy actions.

5. Encourage and coordinate collaborative efforts in communication among professional education organizations.

The Legislature Should:

1. Appropriate sufficient funding for the implementation of a system of certification for school administrators and standards of quality for school administrator preparation.

2. Designate funds for administrator professional development programs as part of the State School Aid Act.

Local School Districts Should:

1. Develop a plan for school administrator staff development.

2. Provide adequate resources for administrator professional development.

School Administrators Should:

1. Be actively involved in professional development activities to continually upgrade administrative skills.

2. Be willing to participate with teachers in instructional programs that lead to student achievement.

3. Place the highest priority in support of teachers by involving them in decision making.

RECOMMENDATION IV

HIGHER EDUCATION AND PUBLIC EDUCATION

Maintaining and improving the quality of Michigan's public education system must be one of the central purposes of our colleges and universities. Colleges and universities must be visible in the schools and make the work of teachers and administrators vital to university goals and purposes. Leadership and service to schools in Michigan is essential if higher education is to fulfill its responsibility to improve educational practice. The state's higher education community has a stake in the fulfillment of this mission since its programs are intimately related and shaped by the challenges, demands, and the problems of public education. More than ever, the complexities and the importance of these problems require commitment from Michigan's colleges and universities to serve schools, to affirm faith in public education, and to make a commitment to high quality teacher education.

The Imperative for Collaboration

Central to the improvement of education is the organizing principle that public schools, universities, intermediate school districts, and the State Department of Education are interrelated and interacting parts of a single education system. Michigan's educational institutions cannot afford to operate in isolation from each other. The relationships between public schools and colleges and universities should be developed to the point where each is considered an extension of the other in regard to teacher education and the improvement of education. Teacher education and professional development are key elements in improving the quality of education and offer a common ground for collaboration.

The Commitment of Higher Education to Teacher Quality

Excellence in education depends upon high quality teaching. The formal education and practical preservice and professional development that teachers receive through colleges and universities is crucial to the level of educational excellence ultimately provided in the schools. Other reforms in the educational system will mean little if the quality of teaching is not maintained and improved.

Teachers teach as they have been taught. Teacher education programs must reflect the quality we desire to develop in the teaching profession. They should have the best faculty who should be held accountable for ensuring that courses include not only appropriate content but also the modeling of effective teaching skills and practices (i.e., diagnosis, planning, evaluation, management, communication, leadership, concern for students, respect for individual rights, and commitment to equal educational opportunities). The modeling of effective teaching is a total university responsibility, involving both professional education and arts and science faculty.

Michigan's colleges and universities must convey clearly and unequivocally that they value children, adolescents, public education, and the teaching profession by providing the financial support required for high quality teacher education programs. Teacher education programs must respond to new research findings and role expectations. Program experimentation and evaluation should be supported to improve teacher preparation and practice. If Michigan values its teachers and its children, it must exercise fiscal, legislative, and quality control to guarantee excellence in the preparation of teachers.

The Governor Should:

1. Convene Michigan's higher education leadership (including presidents; trustees; and deans of education, arts and sciences, and graduate schools) and members of the State Board of Education to develop strategies for supporting and improving the quality of teacher education.

2. Enlist the support of university and college presidents, calling upon them to exercise public and vigorous leadership to enable their faculties to strengthen teacher education programs. Education faculties cannot do this alone. They must work closely with arts and sciences faculty to broaden and deepen undergraduate course work. They must make partners of public school teachers and principals to enable more teachers to have quality training experiences and to apply new research about teaching and learning to everyday learning. The visible leadership and involvement of Michigan's college and university presidents is crucial to the development of excellence in teacher education.

The Legislature Should:

1. Provide competitive grants for teacher led research.

   Collaborative action research teams of teachers and university faculty to conduct in-school inquiry on problems affecting teaching and learning should be supported. The concept of the teacher researcher as a career option in the teaching profession should be promoted.

2. Implement the School Improvement Hour (SIH) incentive concept.

   Michigan's finest higher education talent could integrate into their university workload regular assistance to classroom teachers through the establishment of an SIH incentive concept. An SIH would make it possible for local school districts to select the university faculty whose experiences are best suited to their needs. As payment for each 10 hours college or university personnel devote to enhancing the growth and development of the classroom teacher, the state could provide the university with funding equal to one graduate hour of credit. A statewide formula should be planned for reporting SIH credits. The SIH concept has been approved by Michigan's deans of colleges of education, the State Board of Education, the Superintendent of Public Instruction, and the Governor's K-12 Summit

Task Force. The use of the School Improvement Hour plan would increase the availability of higher education faculty for inservice work with teachers and redirect a portion of higher education efforts to strengthening K-12 educational programs in Michigan.

The State Board of Education Should:

1. Establish a Professional Standards Board.

   This Board would establish standards and assessment of teacher competence. The Board should be comprised of a majority of teachers and should include school administrators, university faculty, and parents. The Board would establish standards and examinations for entry and advancement in the profession; develop a Code of Ethics for the teaching profession; establish standards for revocation and suspension of certification; develop standards for certification of mentor teachers; and develop mechanisms for administering examinations, processing certification applications, and enforcing standards of competency. Members of the Professional Standards Board should be appointed by the Superintendent of Public Instruction, with the approval of the State Board of Education.

2. Establish rigorous standards of quality for teacher education programs.

   State approval of teacher education programs should be based on standards applied consistently and conscientiously without any compromise on quality.

3. Establish mentor teacher training programs and award certification to graduates of such programs.

   The Professional Standards Board should establish a credentialing committee to review applications for mentorship training, design mentorship training programs, and award certificates. The certificate should be called the Mentor Teaching Certificate or the Teacher Leadership Certificate.

4. Provide leadership to establish school district-university teacher exchanges.

   Exchanges between teachers in Michigan's public school districts and universities offer a no-cost opportunity to enhance the quality of education. University personnel, who frequently emphasize research and self-examination, will gain from hands-on experiences in school district classrooms, while school district students will benefit from the insights brought to their classrooms by the college and university faculty. An exchange program should become part of educational improvement efforts for school districts and universities. Information and ideas from exchange teachers should be formally reviewed with the objective of enhancing the programs and services offered by the participating institutions. Although it does not appear that cost is a factor in creating a teacher exchange program in Michigan, the state may have to make its provisional certification

rules flexible enough to accommodate the new process. Some flexibility may also be needed in contract agreements and other school district and university policies.

Michigan Colleges and Universities Should:

1. Develop teacher education programs which emphasize mastery of subject matter and pedagogy.

   It is not a case of either/or--both content and teaching skills are essential for quality instruction. It is recommended that two-thirds of the teacher education program consist of general education and content courses. Teachers in Michigan should be well prepared in the liberal arts and sciences. Prior to entering the teaching profession they should document and demonstrate mastery of communication, computation, and critical thinking skills expected of a well educated person. The content for K-12 teacher preparation should include substantive teaching majors and minors. Within the education program teachers should be exposed to the instructional skills of teaching. The practice and application of these skills should be required.

2. Require field-based experiences throughout the teacher education programs.

   Each teacher education student should satisfactorily participate in a series of carefully planned, supervised and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions.

   Experiences and objectives should be jointly developed among representatives of the local school district (including administrators, supervisors, and teachers), the college or university preparing the teacher, and the teacher education student. Field-based experiences should be completed in a variety of urban and suburban or rural settings. College or university supervision of student teaching should be conducted or augmented by mentor teachers who are certified by the State Professional Standards Board.

3. Allocate a fair share of the college's or university's resources to teacher education programs.

   Teacher education should be valued as other professional preparation programs and given the resources to provide high quality, carefully supervised clinical experiences for students. Financial stability and resources for the accomplishment of the announced purposes and procedures to meet teacher education and certification standards established by the State Board of Education should be required of all universities and colleges. A clear and accurate analysis of the university's financial support of teacher education should be presented in an annual financial statement to the Department of Management and Budget and the House and Senate Committees on Education and Appropriations.

4. Adjust faculty load formulas to accommodate and recognize the heavy demands and intensive clinical supervision of teacher education students.

   The teacher education faculty load (including number of hours and students) should be consistent with the established purposes and objectives of teacher education and should provide faculty adequate time to advise and counsel teacher education students; maintain significant involvement with public schools; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences required by the college or university as a whole. A full-time equivalent faculty member should be assigned to plan, supervise, and evaluate student teaching experiences for each 14 full-time equivalent teacher education students involved in student teaching.

5. Ensure that each college or university responsible for preparing teachers establishes a Board of Visitors.

   Such a board would consist of representatives from within the college or university preparing teachers, from business and industry, from intermediate and local school districts, and from parent and citizens groups. Interested groups and organizations would submit nominees to the college or university preparing teachers for appointment to the Board of Visitors. The college or university preparing teachers should utilize the Board of Visitors for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The Board of Visitors should meet regularly and report to the college or university preparing teachers. The college or university should act upon the reports of the Board of Visitors and report its action to the Board of Visitors. The Board's minutes should be made an official part of the documentation used in the program evaluation of the institution by the State Department of Education.

6. Require a one to three year carefully supervised internship, under the supervision of a mentor teacher, to induct teachers into the profession.

   It is the Committee's intent that the initial year of teaching with a provisional certificate be designated the internship year. Supervision should be provided by mentor teachers, as well as university personnel. Recommendations for further certification should be reviewed by a local professional standards committee and then forwarded to the State Professional Standards Board for final approval.

7. Establish rigorous requirements for admission into teacher education programs.

   Admission criteria and requirements should include consideration of intellectual and academic capacity; communication skills; and personal qualities of integrity, authenticity, caring, and commitment.

The Local School District Should:

1. Develop career options for teachers by establishing a teacher mentor program.

   A teacher mentor would spend approximately one-half or so of his/her time in the classroom. The teacher mentor would supervise and evaluate teacher interns, develop and maintain cooperative relationships with teacher education programs, conduct inservice education, and help design field-based research studies on teaching and learning. Funds should be appropriated by the Legislature to support the establishment of a teacher mentor program.

RECOMMENDATION V

TEACHING AS A PROFESSION

Our young people represent our future. The quality of their education will dictate that future. The quality of their teachers will determine the quality of their education. The importance of the teacher in education is indisputable, and we point with pride to this profession, recognizing how significant the role of the teacher is in our schools. Support for quality teachers then is crucial. There must be an effort to rekindle the commitment of every Michigan citizen to a first rate teaching force as a profitable investment paying high dividends. If we fail to pay the cost in dollars and human resources, for both excellence and equity in education, we will pay a much higher price in welfare, unemployment, crime, violence and, worst of all, loss of the educated citizenry essential to an effectively functioning democracy.

The State Board of Education Should:

1. Establish teacher career development/advancement opportunities within every school system.

   Every year education loses effective and talented teachers. The current system provides for little or no career advancement within the teaching role. If we are to retain successful teachers, we must develop models within the negotiated contract which would allow alternative career options. Teachers who choose to remain in the classroom should be provided with challenge, mobility, and compensation commensurate with these expanded opportunities.

   The following four-tier career ladder system should be established for teachers:

   a. internship

   b. provisional level

   c. continuing level

   d. master teacher level

   The initial year of teaching would be an internship. A State Professional Standards Board, a majority of whom must be classroom teachers, would set standards for the internship year. The school district would provide the necessary time and funds for a mentor teacher to assist and monitor the beginning teacher.

   At the conclusion of the internship year, the mentor teacher would file a report with the local professional standards committee, a majority of whom should be teachers. The local professional standards committee would file its recommendation with the local school board. The local board of education would file its recommendation with the State Professional Standards Board.

Following successful completion of the internship year, individuals with provisional certificates would file a plan to achieve their continuing certificate with the local professional standards committee and the local board of education. The local board of education would submit the plan to the State Professional Standards Board for approval. The local professional standards committee would monitor the individual as he/she progressed through the plan, and would report to the local board of education. The local board would, in turn, report to the State Professional Standards Board. The State Professional Standards Board would determine if the provisional teacher has met the standards for a continuing certificate.

2. Develop and promote professional growth opportunities by:

   a. encouraging local boards of education to support well-founded sabbatical programs;

   b. encouraging Michigan colleges and universities to establish centers for advanced learnings/degrees on local sites;

   c. mandating and funding professional development programs at all local school districts;

   d. providing opportunities and incentives for extended year contracts, professional release time, and other career options;

   e. encouraging the continued development of business-industry-education partnerships;

   f. encouraging opportunities for teacher exchanges between schools, states, and nations for the purpose of comparative education studies.

3. Establish and fund State Board of Education teacher forums to involve teachers in the identification and formulation of educational policy issues in the state.

Local School Districts Should:

1. Establish a local committee to audit the professional and physical conditions of schools.

   This committee would be comprised of parents, teachers, administrators, and students who would audit conditions every three years and report the results to the local community. The purpose of the audit would be to ensure appropriate conditions to maximize learning. Both the physical conditions and the professional climate would be audited by checking for the following:

   <u>Physical Conditions</u>

   a. safe, pleasant, comfortable, clean classrooms and buildings of appropriate size in which to work and achieve;

b. state-of-the-art equipment, fully functioning, and available as needed;

c. an adequate supply of books and materials to accomplish instructional goals and objectives;

d. class sizes which maximize student learning and development;

e. easily accessed child care centers;

f. alternative structures for students who do not function in the regular classroom.

Professional Climate

a. daily preparation time;

b. shared decision-making between teachers and administrators;

c. time provided for peer interaction and dialogue;

d. flexible work schedules, such as time sharing;

e. a formalized way to communicate current educational research to practitioners;

f. clerical support for tasks such as recordkeeping and duplicating, laminating, and collating materials;

g. paraprofessional support for the instructional program;

h. local board of education and administrative support for district and school discipline programs;

i. provisions for wellness programs for staff.

2. Enhance the prestige of the teaching profession by:

a. sponsoring public awareness programs that focus on student learning;

b. creating public forums, media campaigns, and community-based programs that demonstrate the art of teaching and the need to value and support the teaching profession;

c. devising strategies which will involve parents in the programs and activities of the school.

Teachers Should:

Convey a positive valuing of the profession.

Educational Organizations Should:

1. Articulate the value of education and the positive aspects of the schools to the community.

2. Develop strategies which will provide opportunities for educators:

   a. to become more visible and involved in community leadership;

   b. to be spokespersons for the profession of teaching;

   c. to be decision-makers in the school and community.

TEACHER SUPPLY AND DEMAND

In Michigan, 15,118 or 15.8 percent of the public school teachers and administrators will be eligible to retire by the end of 1986. By 1988, 20,476 or 21.4 percent of Michigan's current teaching and administrative force could be gone as a result of retirement. This includes 52 percent of the state's school superintendents. As the 1986-87 school year begins, over 15,000 public school teachers and administrators are eligible to retire. It is also known that significant numbers of teacher educators in Michigan's colleges and universities will be retiring over the next few years.

The Michigan teacher supply and demand situation will be affected by several trends including:

1. A significant reduction in the number of candidates recommended for teaching certificates by Michigan higher education institutions (a 51.1 percent reduction from 1978-79 to 1983-84). Current enrollment data suggests that this trend is being reversed.

2. Increased recruiting from out-of-state school systems as a result of the higher academic qualifications and performance of graduates of Michigan teacher preparation programs.

3. Increased professional opportunities in other fields for women and minorities.

4. Declining numbers of minority teachers as a proportion of the teaching force.

5. Under-representation of minority students in colleges and universities.

6. Declining numbers of males entering teaching.

7. The historical trend for 25 percent of Michigan's teacher education graduates not to seek teaching positions.

8. The national exodus of approximately 40 percent of new teachers who leave the teaching profession within three years.

9. The low prestige ascribed to teacher education.

10. Changing demographics of the student population--a growing number of "at risk" students.

11. Increased high school graduation requirements.

12. A longer academic day for students.

13. Improved student-teacher ratios.

14. Greater need for student and instructional support services, (i.e., elementary counselors and math/science consultants).

15. The eligibility of thousands of teachers for full retirement benefits.

16. A drastic reduction in the pool of substitute teachers which, is often a hiring pool for permanent teachers.

17. The diminishing pool of teachers on permanent lay-off who are available for employment.

18. The strengthening of standards for preparation programs.

19. The reduction in the capacity of higher education institutions to accommodate increased enrollments in teacher education.

20. The national need for more than one million new elementary teachers and more than one-half million new secondary teachers by 1993.

In the course of the Committee's study, several significant trends emerged which indicate that there will be a dramatic increase in the supply of teacher candidates available to Michigan school districts. These trends include:

1. A tripling of the number of out-of-state candidates seeking Michigan certification. The current rate of applications could result in more than 3,000 out-of-state candidates being added to the teacher employment pool.

2. A 40 to 70 percent increase in teacher education enrollments in Michigan's colleges and universities, which will double the number of new graduates in education in a few years. This percentage includes a significant number of currently enrolled students who have changed curriculums and sought enrollment in teacher education.

3. A 75 percent increase in the number of individuals seeking to renew or reinstate a Michigan teaching certificate.

The combination of supply and demand trends suggest that the teacher shortage in Michigan will be more selective and not as dramatic or severe as the national situation. It is equally clear that these trends indicate that the most significant teacher supply and demand issue confronting Michigan is quality.

CONCLUSION

Since quality education in Michigan is the key issue, the Committee has made recommendations which it feels will produce the most committed, caring, and talented teachers. These teachers are vital to producing a future generation of bright, motivated, and productive adults. The recommendations are based upon the belief that Michigan will not experience the severe teacher shortage that the nation as a whole will experience, but rather will suffer selective shortages.

The Committee has developed recommendations which will:

1. Ensure sufficient financial investment in teachers and teacher education (e.g., "blue ribbon" commission on school finance and quality; special commission on teachers' salaries; technical assistance fund on teacher education; etc.).

2. Recruit the most committed, caring, and talented teachers (e.g., Pre-Teaching Corps; urban/rural "Marshall Plan"; scholarship and loan programs; etc.).

3. Provide quality school leadership (e.g., certification system for school administrators; plan for administrator professional development; school administrator forums; etc.).

4. Ensure quality teacher education (e.g., creation of college/university boards of visitors; competitive grants for teacher led research; State Professional Standards Board; school district-university teacher exchanges; career options for teachers; mentor teacher training programs; etc.).

5. Provide appropriate physical conditions and a professional climate within which teachers can most effectively perform (e.g., safe, clean, updated buildings and equipment; time for preparation; sabbaticals; four-tier career ladder system; professional organizations' aid in promoting the positives of the teaching profession; etc.).

In conclusion, the Committee believes that education is at the forefront of the transformation of Michigan's economy. It is the major resource for developing equitable solutions to complex and serious social problems. It is the key supplier to every public and private sector profession and business in Michigan. Its product--educated people--will shape our entire society.

REFERENCES

Agin, Michael L. "Presentation to: Michigan State Board of Education Future of Teaching Steering Committee." April 18, 1986.*

Akin, James N. Tenth Annual Teacher Supply/Demand Report Based Upon An Opinion Survey of Teacher Placement Officers. Kansas: Association for School College and University Staffing, 1986.

American Federation of Teachers Executive Council. The Revolution that is Overdue. A Report of the AFT Task Force on the Future of Education, 1986.

Bittle, Jack D. Letter reporting data on a survey of administrator retirement done by MASSP, MASA, MEMSPA, and the Bureau of Accreditation and School Improvement Studies, April 10, 1986.

California Commission On The Teaching Professions. Who Will Teach Our Children. A Strategy For Improving California's Schools. Dorman R. Connors, Chair. Sacramento, California: California Commission on the Teaching Profession, 1985.

Carnegie Forum on Education and the Economy. A Nation Prepared: Teachers For The 21st Century. Lewis M. Branscomb, Chairman. Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession, May 1986.

Commission On Creative Strategies To Solve The Educators Crisis. Time For Action. William Simmons, Chair. Eastern Michigan University, August 26, 1986.

Commission For Teacher Preparation and Licensing. Exploration of Standards For Teacher Preparation and Licensing. Sacramento, California.

Cooperman, Saul and Klagholz, Leo. "New Jersey's Alternate Route to Certification." Phi Delta Kappan. June 1985, 691-695.

Crarey, David. "Slow Growth, But No Recession." Michigan Economic Developments. Michigan: Institute for Community and Regional Development, June 1985.

Eastern Michigan University. Academic Status Student Teachers 1985-1986. January 10, 1986.

Eastern Michigan University. Application to the College of Education. January 10, 1986.

Eastern Michigan University. Gender and Racial Composition of Graduate Students in Leadership and Counseling Programs. January 30, 1986.

Eastern Michigan University. Gender Teacher Certification Students 1984-85. January 30, 1986.

Eastern Michigan University. Race Teacher Certification Students 1984-85. January 30, 1986.

Feistritzer Publication. Teacher Education Reports. April 24, 1986, 1-7.

Gosman, Erica. Quality in Teacher Education - A Crisis Revisited. Boulder, Colorado: Western Inter-State Commission for Higher Education, April 1985.

Governor's Commission on the Future of Higher Education in Michigan. Putting Our Minds Together. New Directions for Michigan Higher Education. James Robinson, Chairperson. Michigan, December 1984.

Governor's Educational Summit Task Force Report, Donald R. Bemis, Chairperson. Michigan, December 1984.

I.F.G. Policy Notes. Structures To Attract and Retain Teachers. Stanford Institute for Research on Education Finance and Governance, Fall 1985.

Hammond-Darling, Linda. Beyond The Commission-Reports The Coming Crisis In Teaching. Santa Monica, California: Rand, July 1984.

Harris, Louis and Associates, Inc. The Metropolitan Life Survey of Former Teachers In America. New York: Metropolitan Life Insurance Company, April - June 1985.

Hatfield, Robert C.; Blackman, Charles A.; Claypool, Cathy; and Mester, Fran. Extended Professional Roles of Teacher Leaders In The Public Schools. Michigan State University, 1985.

Hecker, Stanley E. and Ignatovich, Frederick K. Michigan Public ISD's Grades 9-12 Summary - Percent Change In Enrollment. Michigan State University, January 1985.

Hecker, Stanley E. and Ignatovich, Frederick K. Michigan Total And Public Enrollment Projections Based on 1977-78 through 1984-85 Membership Data Final Phase. Michigan State University, October 1, 1985.

Hecker, Stanley E. and Ignatovich, Frederick R. Summary of Enrollments And Projection United States Public And Michigan Public. Michigan State University, December 4, 1985.

Hecker, Stanley E. and Ignatovich, Frederick R. Summary of United States And Michigan Resident Births. Michigan State University, December 1985.

Hill, Florence. "Presentation To The State Board of Education, Future of Teaching Steering Committee." February 21, 1986.*

Hodgkinson, Harold R. All One System Demographics of Education - Kindergarten Through Graduate School. The Institute For Education Leadership, Inc., June 1985.

Holmstrom, Engin. "Recent Changes in Teacher Education Programs." Higher Education Panel Report 67. November 1985.

Ignatovich, Frederick R. Charts/graphs on professional staff data. Michigan State University, December 1985.

Kessler, Fred. Contents of focus hearing presentation, March 26, 1986.*

Little, Wesley. "Report On Perspective Regarding The Future of Teaching: An Overview." April 18, 1986.*

Lundeen, Robert W. "The Future is Not a Sport for Spectators on the Fence." Michigan Business. November 1985.

Michigan Association of School Administrators Education Leadership Committee. Review and Monitoring of Teacher Preparation Programs Position Paper. November 20, 1985.

Michigan College and University Employment Research Institute. Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salary, and Unemployment 1984-85 (All Degree Levels). East Lansing: Michigan State University, Placement Services, June 25, 1986.

Michigan Department of Education. "Distribution of Public School Staff by Sex and Race for Three Assignment Types, 1984-85." Professional Personnel Register data.

Michigan Education Association. "MEA Proposed Position on Teacher Education." Presented by Larry Chunovich, President, MEA.*

Michigan Education Association. "Teacher Education (Draft #3)."

Michigan Employment Secruity Commission. "Michigan Labor Market Review." Job Service. September 1985.

"Michigan - Over the Hump or Still in Recovery Room?" Michigan Business. December 1985.

Michigan State Board of Education. Administrative Rules Governing the Certification of Michigan Teachers. 1981.

Michigan State Board of Education. A Proposal For Periodic Review/Program Evaluation of Michigan Teacher Preparation Programs. May 1985.

Michigan State Board of Education. Better Education For Michigan Citizens: A Blueprint for Action. January 1984.

Michigan State Board of Education. Superintendent's Early Childhood Study Group Report. Carolyn Cummings and Carole Quarterman, Co-Chairs, September 1984.

Michigan State University. Elementary Secondary Teacher Education Report Based on Supply and Demand for Graduation in 1985-86. East Lansing, September 16, 1985.

National Governors Association. Time For Results: The Governor's 1991 Report on Education. August 1986.

National Networking Conference. A Report to the President of the United States: Intergovernmental Advisory Council on Education. Washington, D. C., 1985.

National Science Foundation. Teacher Enhancement and Informal Science Education. Washington, D. C., 1985.

Northern Michigan University. Appendix A; Chapter V: Summary, Conclusions, And Recommendations. 1985.

Northern Michigan University. Appendix B; A Proposal For Establishing The Glenn T. Seaborg Center For Teaching And Learning Science And Mathematics At Northern Michigan University, Marquette, Michigan. March 1985.

Northern Michigan University. Appendix C; Admission To Teacher Education. Academic Senate Minutes: Northern Michigan University, December 3, 1985.

Northern Michigan University. Appendix D; Center For Educational Development School of Education Northern Michigan University. February 21, 1985.

Pine, Gerald J. "Excellence, Equity, and Economics in Education." Alumni Information Digest. Oakland University, School of Human and Educational Services, Summer 1986.

Pine, Gerald J. and Keane, William G. "Tearing Down The Wall: Collaboration for Educational Excellence and Equity." Spectrum. Winter 1986.

Pine, Gerald J. What Should Teacher Education Be? Oakland University: School of Human and Educational Services. Meadowbrook Seminar, October 1984.

Plisko, Valena White and Stern, Joyce D. The Condition of Education. National Center for Education Statistics, 1985 edition.

The Rand Corporation. Excellence in Schools - Surveys and Analysis Study. January 1986.

Rowe, Jonathan. "Fresh Ideas for Improving US Teaching." The Christian Science Monitor. December 30, 1985.

Rowe, Jonathan. "How One State Cleared Away Roadblocks to the Teaching Profession." The Christian Science Monitor. December 27, 1985.

Senate Fiscal Agency. Study of Michigan Public College And University Enrollment Patterns. July 8, 1985.

Shingleton, John D. and Scheetz, R. Patrick. Follow-up Report. East Lansing: Michigan State University, Placement Services, 1983-1984.

Spero, Irene K. The Use of Student Financial Aid to Attract Prospective Teachers: A Survey of State Efforts. New York: College Entrance Board, February 1986.

State Superintendents' Special Advisory Committee. Report On Minorities, Handicappers, and Women in Michigan's Colleges and Universities. Niara Sudarkasa, Chair. Michigan, 1986.

Stuart, Jesse. The Thread That Runs So True. New York: Charles Scritner's Sons, 1985, 202.

Tomorrow's Teachers: A Report of the Holmes Group. East Lansing: Holmes Group, Inc., 1986.

Torres, Tony. "Making Teaching A True Profession." Michigan Elementary And Middle School Principals Association. Volume CXII, Fall 1985.

Wayne State University. "The Path to Prosperity." The Michigan Economy. Detroit, May-June 1985.

Westerman, W. Scott. Notes Concerning Teacher Supply & Demand. Eastern Michigan University, October 14, 1985.

Whitener, Scott D. "Testimony Provided to the State Board of Education Future of Teaching Steering Committee." March 20, 1986.*

*Written Comments presented to the Committee by Focus Hearing Presenters

APPENDICES

APPENDIX A

DESIGN OF THE STUDY
FUTURE OF TEACHING COMMITTEE

The Future of Teaching Committee used the following process in developing its report:

1. A review was conducted of the relevant literature, research activities, and national/state initiatives related to the topic areas of the study.

2. Presentations were received on teacher education and teacher supply and demand issues from local practitioners and state and national experts.

3. A series of focus group meetings to solicit reactions and recommendations for drafting the proposals were held with groups of parents, teachers, teacher educators, administrators, and representatives of business/labor community groups. These meetings were held prior to any formalization of Committee recommendations. The locations of the hearings were: Detroit, Grand Rapids, Traverse City, Marquette, Mt. Pleasant, Novi, and Lansing. (See Appendix B)

4. The Committee's final report was formulated on the basis of information obtained through the review of relevant literature, research, and focus hearing testimony.

APPENDIX B

PRESENTERS AT
FUTURE OF TEACHING
FOCUS GROUP MEETINGS

(Focus Group Meetings held in Detroit,
Lansing, Grand Rapids, Marquette,
Traverse City, Novi, and Mt. Pleasant)

Community and Business

Anderson, Francile, President, State PTA, Pontiac
Butler, Aleese, Student, Kalkaska
Carey, Ralph, President, Board of Education, Grandville Public Schools
Challa, Mary Ann, President, Board of Education, Grand Rapids Public Schools
Conrad, Robert, Shell Oil Co., Traverse City
Conrad, Terri, Shell Oil Co., Traverse City
Dester, Thomas, Student, Kalkaska
DeOtte, Amy, Student, Kalkaska
Fliss, Nicole, Student, Rapid City
Gall, Michael, Steelcase Company
Holten, Donalee, Kent Intermediate School District
Hurwitz, Alan, Director of Education, New Detroit, Inc.
Kaier, Robert F., President, Board of Education, Byron Center Public Schools
Krupka, James, District Manager, AMOCO Production Co., Traverse City
Orange, Gayle, Greater Grand Rapids Area PTA Council
Perry, Carol, President, Board of Education, Kentwood Public Schools
Piendzia, Cheryl, Parent, Garden City
Wheeler, Ann, Board of Education, Garden City Public Schools

Teacher Educators

Agin, Michael L., Ph.D., Director, Teacher Education, Michigan Technological University*
Berger, Carl F., Ph.D., Dean, School of Education, University of Michigan
Book, Cassandra, Ph.D., Assistant Dean, College of Education, Michigan State University
Breckon, Donald, Ph.D., Associate Dean, School of Education, Health and Human Services, Central Michigan University
Brown, Jean E., Ph.D., Assistant Professor of Education, Saginaw Valley State College
Corey, Edward, Ph.D., Ferris Faculty Association, Ferris State College
Evers, Nora, Ph.D., Chairperson, Department of Education, Kalamazoo College
Gallegos, Arnold M., Ph.D., Dean, School of Education, Western Michigan University
Hansen, Douglas, Ph.D., Professor of Education, Saginaw Valley State College
Hendricks, Joyce, Ph.D., President, Faculty Association, Central Michigan University
Ignatovich, Frederick, Ph.D., Professor, Education Administration, Michigan State University
Little, Wesley, Ph.D., Dean, School of Education, Northern Michigan University*
Morshead, Richard W., Ph.D., Dean, Division of Education, University of Michigan - Dearborn

Nowak, Arlene, Dean, School of Education and Human Services, University of Detroit
Redmond, Lois A., Ph.D., Professor, Teacher Education and Professional Development, Central Michigan University
Reynolds, M. Leroy, Ed.D., Associate Dean, School of Education, Health and Human Services, Central Michigan University
Rice, Sister Eileen, Program Director, Teacher Education, Siena Heights College
Richey, Rita C., Ph.D., President, AAUP Chapter, Wayne State University
Scheetz, Patrick, Ph.D., Assistant Director, Placement Services, Michigan State University
Stephens, Elaine, Ph.D., Associate Professor of Education, Chairperson of Department of Curriculum and Instruction, Saginaw Valley State College
Switzer, Thomas, Ph.D., Associate Dean, School of Education, University of Michigan
Turner, Carolyn, Ferris Faculty Association, Professional Relations and Development, Ferris State College
Westerman, W. Scott, Ph.D., Dean, College of Education, Eastern Michigan University
Whitener, Scott D., Ph.D., Director, Center for Occupational Education, Ferris State College*

Principals

Ayling, Richard, Ph.D., Principal, Traverse City Junior High School, Traverse City Public Schools
Bittle, Jack, Executive Director, Michigan Association of Secondary School Principals
Bleke, Bert, R., Principal, Forest Hills Central, Forest Hills Public Schools
Bourdo, George, Principal, Traverse City Junior High School, Traverse City Public Schools
Bukowski, Lawrence, Ph.D., Principal, Chumate Junior High School, Gibralter School District
Burley, Gary, Principal, Republic Michigamme, Menominee Area Public Schools
Carter, Helen, Principal, Ann Arbor Trail Middle School, Detroit Public Schools, Detroit Principals Association
Chambers, Richard, Principal, Rockford Public Schools
Cleven, C.E., Principal, East Grand Rapids Schools
Collins, George, Principal, Negaunee Public Schools
Gallinetti, David, Principal, Republic Michigamme Schools
Gonyeau, David, Principal, Sault Ste. Marie Area Schools
Green, Joseph, Ph.D., Principal, Redford High School, Detroit Public Schools
Harms, Jack, Principal, Thurston High School, South Redford Schools, President, Michigan Association of Secondary School Principals
Lantz, Robert, Principal, Bothwell Middle School, Marquette Public Schools
Mays, William, Executive Director, Michigan Elementary and Middle School Principals Association*
Noordeloos, Robert, Principal, Godwin Heights Public Schools
Pappas, William, Principal, Northview Public Schools
Peterson, Clyde, Principal, Kingsford Breitung Township Schools
Riopelle, Constance, Principal, Bellaire Public Schools
Schmidt, Ann, Principal, St. John Bosco, Northville, Michigan
Sensabaugh, Leo, Principal, Northport Public Schools
Smith, Stephen, Principal, Crystal Falls Forest Park School District
Slade, Erwood, Principal, Escanaba Area Public Schools

Sullivan, Joseph, Principal, Marquette Public Schools
Thompson, James, Principal, Newberry High School, Newberry
Tuttle, John, Principal, Marquette Public Schools, Past-President, Michigan Association of Secondary School Principals
Ward, Beverly, Ph.D., Principal, Springport Elementary School, Springport, Past President, Michigan Elementary and Middle School Principals Association*

Teachers and Education Organization Representatives

Allen, David, Teacher, Grand Rapids Public Schools
Baldini, Thomas, Teacher on leave, Marquette Public Schools
Barnhart, Thomas, High School Teacher, Traverse City Public Schools
Chunovich, Larry, President, Michigan Education Association*
Cook, Doris, Teacher, Grosse Pointe Public Schools
Crampton, Richard, Teacher, Traverse City Public Schools
Farkas, Lee, Substitute Teacher, Michigan Association of Substitute Teachers
Fredericks, Carolyn, Teacher, President, Grand Rapids Education Association
Gamicchia, Eleanor, Substitute Teacher, President, Macomb Association of Subsitute Teachers
Gray, Karen, Teacher, Graveraet Middle School, Marquette Public Schools
Jarvis, Hugh, President, Michigan Federation of Teachers
Hakala, Donald, High School Teacher, Kalkaska Public Schools
Kuhn, William, High School Teacher, Kalkaska Public Schools
Matteson, Richard, Instructor, Social Science Department, Alpena Community College
McQueen, Clyde, Teacher, Southfield Public Schools
Prince, Henry, Executive Director, American Association of University Professors
Rice, Arthur J., Ph.D., Coordinator for Higher Education, Michigan Education Association
Riley, Michael, Teacher, President, Garden City Education Association
Smith, Teasther, Government Affairs Consultant, Michigan Education Association
Suber, Willie, Executive Director, Grand Rapids Education Association
Thompson, Dave, Executive Director, Grand Rapids Education Association
Van Dongen, Becky, Preschool Teacher, Comstock Park Public Schools

Superintendents

Chamberlin, William, Superintendent, Monroe Public Schools
Davis, Terre, Ph.D., Superintendent, Sparta Public Schools*
Inman, Jerry, Superintendent, Kingsley Area Schools, Chairperson, Educator Leadership Committee, Michigan Association of School Administrators
Fein, Robert D., Ph.D., Superintendent, Kalkaska Public Schools
Ferrera, Robert S., Ph.D., Superintendent, Grand Rapids Public Schools*
Hill, Florence, Deputy Superintendent, Detroit Public Schools*
Kessler, Fredrick, Superintendent, Fowlerville Community Schools*
Klahn, Richard P., Ph.D., Superintendent, Marquette Public Schools
O'Connell, Philip, Superintendent, Kenowa Hills Public Schools
Oxender, Vernon L., Ph.D., Superintendent, Traverse City Public Schools
Sanders, John W., Superintendent, Delton Kellogg Schools
Sandy, Lee D., Superintendent, Fife Lake Forest Area Schools
Wilmot, Michael D., Superintendent, Garden City Public Schools
Woons, George J., Superintendent, Kent Intermediate School District

*See References for title of presentation.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.